DOCUMENT RESUME

ED 384 365 JC 950 306

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TITLE Core Indicators of Effectiveness and Student Success.
INSTITUTION Porterville Coll., CA.
PUB DATE Jun 95
NOTE 21p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Persistence; *Accountability; *College Outcomes Assessment; College Transfer Students; Community Colleges; *Organizational Objectives; *School Community Relationship; School Effectiveness; School Holding Power; *Self Evaluation (Groups); Student Needs; Success; Two Year Colleges
IDENTIFIERS Porterville College CA

ABSTRACT

To help improve teaching and learning and to provide data required by the California community college system, Porterville College (PC) has assembled a list of core indicators of effectiveness and student success. This report describes PC's indicators and includes information on measurement criteria and data sources. First, definitions are provided of accountability, core indicators, and effectiveness, and a flowchart is presented for the PC planning process. The following core indicators developed for the 1995-96 academic year, are then presented, including information on measurement criteria, data sources, and specific college objectives: (1) student access to PC's educational offerings; (2) student goal attainment; (3) student persistence from fall to fall; (4) degree and certificate program completion rates; (5) placement rate in the work force; (6) employer assessment of PC trained students; (7) number and rate of students who transfer within 2 years to a degree program at a four-year college or university; (8) student academic performance after transfer; (9) success of deficient students in subsequent coursework related to their deficiency; (10) demonstration of citizenship skills; (11) client assessment of programs and services; (12) responsiveness to community needs; (13) participation rate of the population in the service area; (14) outreach and recruitment of underrepresented students; (15) faculty and staff diversity; and (16) faculty and staff development. (MAB)

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Porterville College

Core Indicators of Effectiveness and Student Success

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June 1995

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Core Indicators Of Effectiveness And Student Success

Introduction

This accountability system is designed to provide the information needs of both the Porterville College and the California State System. The state needs data that allows it to assess whether the systemwide mission of community colleges is being achieved and to meet the needs addressed in A.B.1725. Porterville College wants to be able to determine where and how to improve teaching, learning, and achieve Student Success.

Definitions

Accountability means that specified objectives or outcomes are assigned to be achieved, and that people throughout the College are responsible for achieving them. People must not only follow set procedures, put in time, or make valiant efforts, but they must actually produce desired results.

An accountability system provides information about the extent to which college policies and practices are achieving their intended objectives. Data collected should help college staff strengthen programs and services. Indicators (measures) should be based on agreed upon standards of achievement, focused on enabling the college staff to better manage the college, and integrated into the college's shared decision-making process which leads to the development of the college budget. See the College Planning Process on the next page for a system perspective.

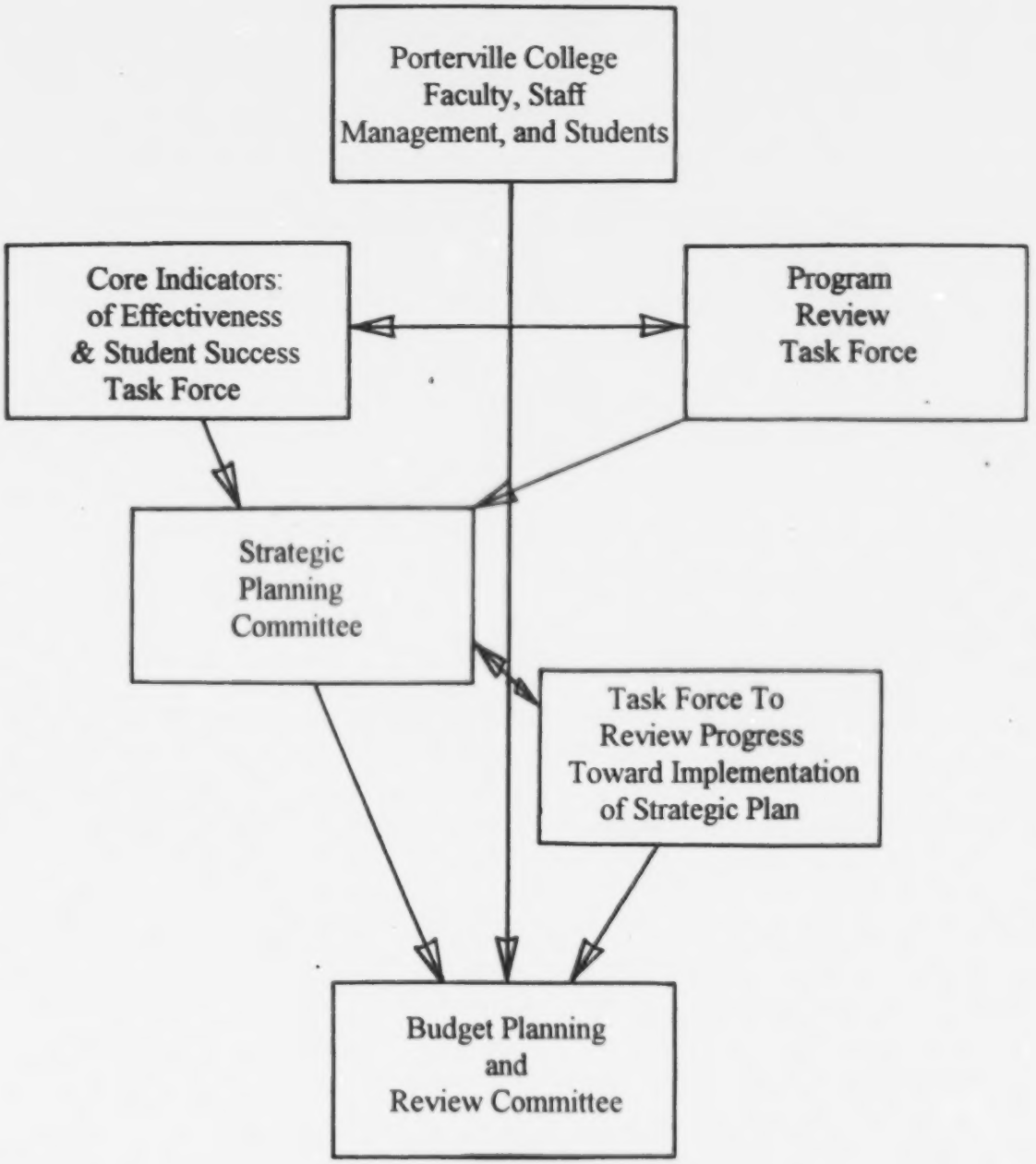
Core indicators are measures which describe a critical, universally recognized outcome of the mission, it is clearly responsive to key groups and is regularly produced. Core indicators are information or statistics that reveal something about the condition or performance of. the college. These are the basic building blocks of an accountability system. To qualify as a performance or core indicator, data must be a *benchmark* that shows how effectively the system is meeting specific performance standards, or objectives. Not all statistics fit that definition. A college 's enrollment total, for example, tells the system's size but reveals little about how well the system is functioning. Knowing the proportion of students who have successfully completed advanced courses in mathematics or in vocational education can help assess the level of student achievement.

Effectiveness. Effectiveness may be generally understood as the ability of a college to produce desired outcomes with the different publics it serves (Alfredand Kreider, 1991), or as the "fit" between institutional purpose and performance (Ewell, 1992. Cameron (1986) states, effectiveness is a problem that defies easy quantification or solutions. Effectiveness is said to be made up of: publics, performance, and perception., the three Ps. Effectiveness for Porterville College means that we have a mission, we are producing outcomes that meet community needs, and can document the outcomes we produce as a reflection of our mission

Porterville College

CORE INDICATORS OF EFFECTIVENESS AND STUDENT SUCCESS:

College Planning Process



Porterville College

CORE INDICATORS OF EFFECTIVENESS AND STUDENT SUCCESS:

The following pages present descriptions of core indicators with suggested measurement criteria. Porterville College objectives for the 1995-96 year are also presented for each core. A working definition is provided for each indicator along with a description of appropriate data sources and additional measures.

CORE INDICATOR 1:
STUDENT ACCESS

Measure: The percentage of adult population in the college service area served by credit programs. The participation rates by age, ethnicity, and gender. The participation of High School students from the college service area. and validation of assessment instruments

Data Source(s): The recommended data source is a continuously updated longitudinal database that identifies an entering college student cohort from entry using data elements such as course and program enrollment and compares that data with Tulure County data on potential adult student population in the college service area.

Objective(s): **Porterville College will evaluate key institutional policies and procedures to assure that they do not serve as barriers to student access. Porterville College will develop a survey and survey entering students to determine if students perceive any barriers to student access. Porterville College will actively recruit students from the college service area from under represented groups to shadow the population of the area.**

CORE INDICATOR 2:
STUDENT GOAL ATTAINMENT

Measure: The proportion of students who on leaving a Porterville College report that their original goal in attending (or subsequent goal decided while enrolled) has been met.

Data Source(s): The recommended method is periodic surveys of the student population according to a longitudinal design that includes at least the determination of student goal at entry and a follow-up soon after exit to determine if this goal has changed and/or if it has been met. Most desirable is a method whereby student goals are assessed each time the student registers. Use a combined survey for core 1&2 on hurtles to access and goal at attainment.

Objective(s): **Porterville College will evaluate key institutional policies and procedures to assure that they do not serve as barriers to student success. Porterville College will implement a Network system campus wide to complete the Student Success Model.**

CORE INDICATOR 3:
PERSISTENCE (FALL TO FALL)

Measure: The proportion of an identified fall term entering Porterville College student cohort that is still enrolled for at least one credit the following fall term and has not completed a degree or certificate, reported each year from entry to exit. An "identified entering student cohort" is defined as all students registering for their first credits at Porterville College in a given term; a fall term cohort is typically used for data analysis and reporting.

Data Source(s): The recommended data source is a continuously updated longitudinal database that tracks an entering Porterville College student cohort from entry to exit using data elements such as

course and program enrollment and degrees and certificates awarded (e.g., Ewell, Jones, and Parker, 988; Palmer, 1990).

Objective(s): **Porterville College will increase student course retention by 7 % and persistence by 9%.**

CORE INDICATOR 4:
DEGREE AND CERTIFICATE COMPLETION RATES

Measure: The proportion of an identified entering Porterville College cohort officially enrolled in a degree or certificate program that actually completes a degree or certificate, as reported at annual intervals.

Explanation: The emergence of the Student Right-to-Know legislation and numerous state reporting requirements has highlighted this statistic as a performance indicator, and it is thus impossible to ignore. Recognizing that some Porterville College students take as long as five or seven years to earn a degree, the proposed indicator has no terminal time limit. Also, unlike federal and state regulatory statistics, this indicator includes all entering students-not just those who are full-time, first-time-in-college students. While this may deflate reported graduation rates, it more accurately reflects one college populations, the majority of which are in fact part-time attendees. Given the sensitivity of this statistic it will not be reported selectively so that attendance patterns, course-taking behaviors, and intentions of different student groups are apparent. This indicator will always be reported in conjunction with persistence rates.

Data Source(s): The recommended data source is a continuously updated longitudinal database that tracks an entering Porterville College student cohort from entry to exit using data elements such as date of initial enrollment, degree awarded, and duration of study. Cohorts should be constructed so that they are consistent with current state reporting requirements.

Additional Measures: The following additional statistics are recommended to more fully communicate effectiveness:

- reporting data for full-time, first-time-in-college students (e.g., Student Right-to-Know students) verses other students in the cohort.
- reporting data according to whether students completed twelve credits.
- reporting data according to whether students reported "degree attainment" as an initial or current goal.
- reporting data for current proportions of students attending part-time verses full-time.
- reporting data for current proportions of students reported as successfully transferring or obtaining employment without having earned a degree or certificate from the Porterville College

Objective(s): **Porterville College will increase degree completion rates of all student by 3%.**

CORE INDICATOR 5:
PLACEMENT RATE IN THE WORK FORCE

Measure: The proportion of an identified entering Porterville College student cohort achieving a "marketable skill" (i.e., completing at least three occupational/technical courses in a particular field of training) who obtain employment in a field directly related to this skill within one year of last attendance.

Data Source(s): The predominant method used is a follow-up questionnaire administered to former students periodically by mail. The Porterville College Employer Needs Assessment and available, Department of Labor state employment information provides a more direct method of assessment.

Additional The following additional measures are recommended to better

Measures: communicate effectiveness:

- reporting data for students according to prior credit earned at the college and by whether or not a degree or certificate was earned.
- reporting data for students according to occupations deemed both "directly and indirectly related" to the field of training.
- a statistic that reports the placement rate of all students enrolling for at least one occupational/technical course at the college (this relaxes the "marketable skills" restriction contained in the core measure).

Objective(s): **Porterville College will increase the number of students who enroll in and complete occupational/technical education certificate, degree and training objectives by 3%.**

CORE INDICATOR 6:
EMPLOYER ASSESSMENT OF STUDENTS

Measure: The proportion of a sample of regional employers in a given field indicating that their employees who received training at Porterville College exhibit skills and job performance at rates equivalent or superior to all employees.

Data Source(s): The recommended method is a periodic cross-sectional survey of a sample of area employers using an open-ended questionnaire requesting an employer to list the specific programs and institutions from which they like to recruit or from which they obtain "their best employees. "Multiple attributes of performance should be assessed and a Likert-type rating scale of at least five points should be used in the questionnaire. Some in-depth interviews with employers will be undertaken to validate the surveys. (Because of typically higher response rates, this is preferred to the more typical "two-phase" follow-up method in which former students are first contacted to identify their employers and the employers then surveyed.)

Additional Measures: To render employer ratings more meaningful, it is recommended that these be additionally broken down by field of training, by job classification, and by specific performance attributes (e.g., specific job skills, work attitude and sense of responsibility, potential for advancement, etc.).

Objective(s): **Porterville College will respond to changing human resource and training needs of employers in the College's service area within budget. Porterville College will survey employers to insure that Employers of occupational/ technical education program completers are satisfied with students skills exhibited for the occupation prepared.**

CORE INDICATOR 7: NUMBER AND RATE WHO TRANSFER

Measure: The proportion of an identified entering Porterville College cohort actively enrolled in a degree program and completing at least twelve semester hours of credit (or equivalent) who enroll within two years for at least twelve college level credits in a degree program at a four-year college or University.

Data Source(s): The preferred data source for this indicator is actual student record data obtained from the transfer institution. Available methodologies listed in order of desirability include:

- California state-level enrollment information that directly matches Porterville College and four-year public college attendees by means of a student identification number.
- electronic transfer of transcript information in a defined format (e.g., SPEEDE, AACROA standard, North Texas Consortium).
- aggregate reporting obtained periodically from California State University and University of California system data.

- student self-reports obtained through a follow-up questionnaire administered to former Porterville college students.

Additional Measures: The following additional measures are recommended to better communicate effectiveness:

- reporting data for students according to the total prior number of credits earned at the Porterville college, and by prior degree completion.
- reporting data for students according to whether explicitly indicated an intent to transfer, obtained by means of a regularly administered survey of student intent.
- the proportion of former Porterville college students enrolling for at least one credit at the transfer institution (relaxing the 12-hour transfer constraint at the California State University and University of California system).

Objective(s): **Porterville College will strengthen its effort to increase the transfer rate of students by 4%.**

CORE INDICATOR 8: PERFORMANCE AFTER TRANSFER

Measure: The proportion of regular college-level courses at the transfer (receiving) institution completed with a grade of "C" or better by students who previously attended the Porterville College, compared to a parallel proportion obtained for students who began their studies as first-time freshmen at the transfer institution.

Data Source(s): The recommended data source is a continuously updated longitudinal database that tracks an entering Porterville College student cohort from entry to exit using data elements such as date of initial enrollment, degree awarded, and duration of study. Cohorts will be constructed so that they are consistent with (but more inclusive than) those required for current federal and state reporting

Additional Measures: This core measure is usefully tabulated for the following student groups to better communicate effectiveness:

- reporting data for students according to the amount of college credit earned prior to transfer; fifteen credit blocks are suggested (e.g., less than fifteen credits, 15-30, 31-45, 46 credits and over).
- reporting data for students according to whether they earned a degree or certificate prior to transfer.

Objective(s): **Porterville College will increase the number of students who transfer to four-year institutions by 4%, and monitor their subsequent academic performance and degree completion rates. Porterville College will increase the number of underrepresented students, who transfer to four-year institutions by 5%, and monitor their subsequent academic performance and degree completion rates.**

CORE INDICATOR 9: SUCCESS IN SUBSEQUENT, RELATED COURSE WORK

Measure: The proportion of an identified entering student cohort assessed as deficient in one or more of the basic skills (reading, writing, and computation) who subsequently: a) successfully complete developmental work intended to remediate this deficiency, and b) within one year complete, with a grade of "C" or better, their first college-level courses requiring the use of this skill. Progress of students taking basic skills courses in math, reading, and writing in completing subsequent courses leading to college-level work.

Data Source(s): The recommended data source is a continuously updated longitudinal database that tracks an entering Porterville College student cohort from entry to exit using data elements such as basic skill proficiency levels, course enrollments, and course grades (e.g., Ewell, Jones, and Parker, 1988; Palmer 1990).

Additional Measures: The following additional statistics are recommended to further communicate effectiveness on this indicator:

- the comparative persistence and degree completion rates of students assessed as deficient and remediated for each basic skill compared to similar rates for: a) students assessed as proficient and, b) those assessed as deficient and not remediated for each basic skill.
- the comparative rates of successful college-level course completion with a grade of "C" or better for these three populations.

Objective(s): **Porterville College will increase the percentage of students completing basic skills courses and subsequently successfully completing college level-work by 5%.**

CORE INDICATOR 10: DEMONSTRATION OF CITIZENSHIP SKILLS

Measure: No single statistic satisfies the intent of this indicator.

Explanation: Citizenship is also a complex attribute that requires the use of multiple evidence-gathering techniques to assess adequately, and requires an institution wide and community input process to ensure that its development and assessment are included in instructional delivery.

Data Source(s): Among the most promising methods that can be used in gathering information consistent with this indicator are:

- student portfolios documenting citizenship activities they have participated in while enrolled; such as, volunteer work, memberships in student groups, active participation in political campaigns, completion of Human Services 21 in a community service job, etc.
- documentation of student participation in group or problem solving exercises in which leadership and group-membership

skills are potentially demonstrated, along with appropriate occupational or technical skills.

- specially designed exercises included in regular course examinations that require students to determine the impact of their actions on others or their broader responsibilities to others.
- specially designed questionnaire items included in alumni follow-up surveys that determine whether the student has voted in a local, state, and federal election, participated in voluntary or community service work, or follows the news and current events regularly.

Objective(s): **Porterville Collage will instill in several courses required of all graduation, transfer, and most certificate programs, exercises, discussions, and assignments that promote and encourage good citizenship skills.**

CORE INDICATOR 11: CLIENT ASSESSMENT OF PROGRAMS AND SERVICES

Measure: No single statistic currently meets the intent of this indicator.

Explanation: Responding to the intent of this indicator requires the institution to determine: a) the array of different clients that it serves; b) the nature, types, and volume of programs, services, and activities it provides to different clients; and c) the extent to which clients are involved and satisfied with programs, services, and activities. "Client" that describes many different individuals, groups, and organizations coming into contact with Porterville colleges for many reasons whose involvement and satisfaction must be independently determined and assessed. Successful reporting of this indicator will require multiple methods for gathering information, including surveys, focus group meetings, face-to-face and telephone interviews, and participant observation.

Data Source(s): Some of the data sources that can be used to collect information

consistent with this indicator are the following:

- specially designed evaluations administered to clients participating in programs and services to determine their expectations and the extent to which the program or service met, exceeded, or fell short of expectations.
- periodic surveys carried out with client groups; these are typically mail or telephone surveys using an instrument designed to collect information about both client involvement and satisfaction with the program or service.
- written reports by professional staff members based on: a) observation of clients participating in programs and services and resulting expressions of satisfaction, b) interviews with clients during and after contact with the program or service. and c) Letters to the editors of the Recorder indicating positive or negative responses to college activities or classes
- focus group meetings with client groups to determine involvement and satisfaction with programs and services.

Objective(s): **Porterville Collage will maintain an atmosphere that supports quality instruction and promotes student success and survey students to measure these qualities.**

CORE INDICATOR 12: RESPONSIVENESS TO COMMUNITY NEEDS

Measure: No single statistic currently meets the intent of this indicator.

Explanation: Responding to the intent of this indicator requires the college to engage in an ongoing process of: a) identifying community needs and expectations, b) demonstrating that it is responsive to these needs and expectations by continuously improving and adapting its programs and services, and c) demonstrating that benefited from these programs and services. "Community" will almost always consist of distinct constituencies and subgroups whose needs and expectations must be independently deter mined and assessed. Meeting the challenge of this indicator will

thus require multiple methods for gathering evidence, but more importantly it will require an established, ongoing process of planning and review to ensure that this evidence is appropriately integrated, interpreted, and acted upon by the institution.

Data Source(s): Some of the data sources that can be used to collect information consistent with this indicator are the following:

- periodic needs assessments carried out with citizens in the college's service region; these are typically mailed or telephone household surveys, using an instrument designed to collect information about both current educational and service needs, and about contact and satisfaction with the college.
- surveys and/or focus group meetings with community organizations, citizen's groups, employers, etc. to determine needs and current levels of satisfaction.
- environmental scanning processes designed to systematically examine the content of printed matter such as newspaper stories, editorials, job advertisements, and employment and other socioeconomic data about community trends, to determine long-term patterns of community development and future needs.
- specially designed evaluations periodically administered to participants in each program or event sponsored by the college, to assess the expectations of those participating and the degree to which their expectations were met.

Objective(s): **Porterville College will continue to provide Continuing Education and Community Service programs which serve the needs of the adult community. Porterville College will continue to engage in collaborative partnerships with community agencies and Business and Industries within budget.**

CORE INDICATOR 13:
PARTICIPATION RATE IN SERVICE AREA

Measure: The proportion of the total population aged 17 or over residing in the designated service area of the Porterville College, participating in at least one organized activity (course, program, service, event, etc.) sponsored by the college in the past year.

Data Source(s): The most common method is attendance records at all college sponsored classes, events, activities, etc. maintained by the college. The recommended method is a periodic community impact survey administered to a representative sample of residents in the service region. This survey should contain items describing various types of contact with the college (formal and informal), and overall reactions and satisfaction rates.

Additional Measures: Unduplicated head count enrollment and total attendance figures can be usefully reported for this indicator. To get an approximate measure of extent of use, another useful statistic is the total number of recorded contact hours (duration of events X number participating in the event) for all activities (both instructional and non-instructional) divided by the college service area population.

Objective(s): **Porterville College will increase the number of students who enroll in degree programs by 2%, occupational/technical education certificate training objectives by 3%, Continuing Education and Community Service courses and programs by 1%**

CORE INDICATOR 14: OUTREACH AND RECRUITMENT OF UNDERREPRESENTED STUDENTS

Measures Porterville Colleges Student Ethnic Composition Compared to Tulure County Adult Population. The ethnic composition of credit students should mirror closely that of the community adult population. The proportion of an identified entering college cohort actively enrolled in a degree program at Porterville

Colleges and completing at least one semester hour of credit (or equivalent) each semester.

Data Source(s): The most common method is attendance records at all college sponsored classes, events, activities, etc. maintained by the college.

Objective(s): **Porterville College will broaden outreach and recruitment, with special efforts to attract and retain under represented, students in order that the College student body reflect the ethnic and cultural diversity the community. Porterville College will increase the number of students, particularly from under represented groups, who transfer to four-year institutions by 3%, and monitor their subsequent academic performance and degree completion rates.**

CORE INDICATOR 15: FACULTY AND STAFF DIVERSITY

- *Measures* Porterville Colleges faculty and staff ethnic composition compared to Tulure County adult population and Porterville Colleges student population. The ethnic composition of faculty and staff should mirror closely that of the community adult population and Porterville Colleges student population. The proportion of all identified faculty and staff cohort

Data Source(s): The most common method is to compare records of all college faculty and staff with Ethnic Composition data compared to Tulure County adult population and Porterville Colleges student population ethnic composition.

Objective(s): **Porterville College will foster faculty and staff diversity to meet the needs of a changing Tulure County and Porterville College student population. Porterville College will meet the 1725 guidelines for diversity hiring and recruitment.**

CORE INDICATOR 16:
FACULTY AND STAFF DEVELOPMENT

Measure: No single statistic currently meets the intent of this indicator.

Explanation: Responding to the intent of this indicator requires the college to engage in an ongoing process of: a) allocating the renewal of state human resources funding for faculty and staff development, b) the colleges investment of additional resources for professional development demonstrating that it is responsive to these needs and expectations by continuously improving and developing its staff, c) demonstrating that there are many benefits from the staff development programs; such, increased production in the classroom and in the workplace, faculty and staff moral, etc. d) measuring the participation of faculty and staff in staff development programs, and e) evaluating the staff development activities participation and satisfaction. Meeting the challenge of this indicator will thus require multiple methods for gathering evidence, but more importantly it will require an established, ongoing process of planning and review to ensure that this evidence is appropriately integrated, interpreted, and acted upon by the college.

Data Source(s): Some of the data sources that can be used to collect information consistent with this indicator are the following:

- surveys and/or focus group meetings with faculty and staff to determine needs and current levels of satisfaction.
- specially designed evaluations periodically administered to staff development participants in each program or event sponsored by the college, to assess the expectations of those participating and the degree to which their expectations were met.
- audit of expenditures allocated Porterville College staff development activities supported by state and college (District) funds.
- periodic needs assessments carried out with faculty and staff (these are typically surveys, using an instrument designed to

collect information about both current and future needs and college wide moral.)

Objective(s): **Porterville College will increase staff assessment and development opportunities by 3%. Porterville College will provide faculty and staff enrichment opportunities to improve teaching and learning.**

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